

A Better Argument: Aristotelian Persuasive Rhetoric in Any Classroom

Marynn Dause and Beth Dibble



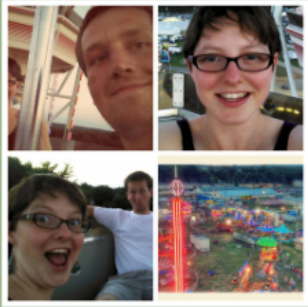
Why Use the Methods of Aristotle?

- Make writing functional beyond the classroom
- Help students express themselves authentically
- Provides a feasible format for critical thinking.



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<http://tinyurl.com/persuasiverhet>

Think, Pair, Share:

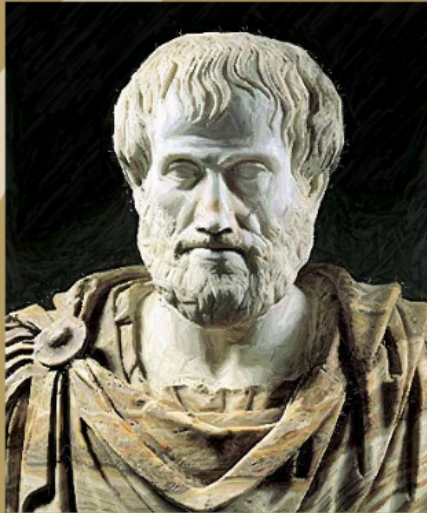
*How do you currently teach persuasive writing,
and what difficulties do you encounter?*

Why Use the Methods of Aristotle?

- Make writing functional beyond the classroom.
- Help students express themselves authentically.
- Provides a flexible format for critical thinking.



The Lesson



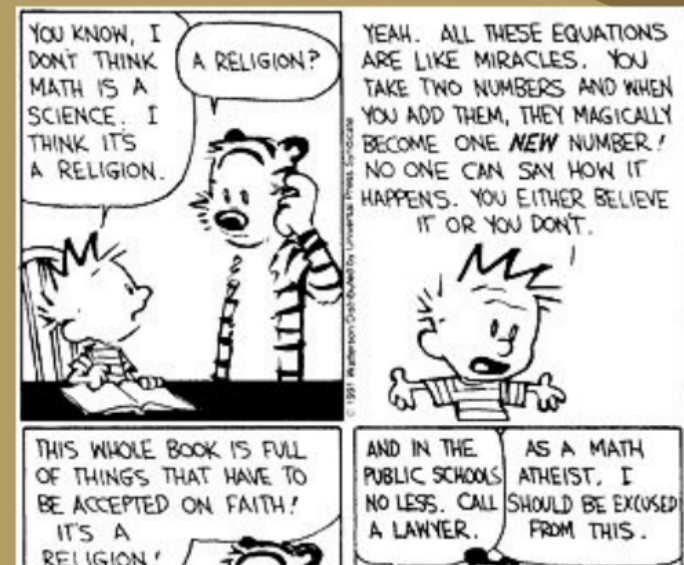
- Introduce
- Background
- Argue/Make your point
 - Evidence
- Counter/Rebuttal
- Conclude/Bring it home



*"Make the audience well-disposed
and ill-disposed to our opponent"*

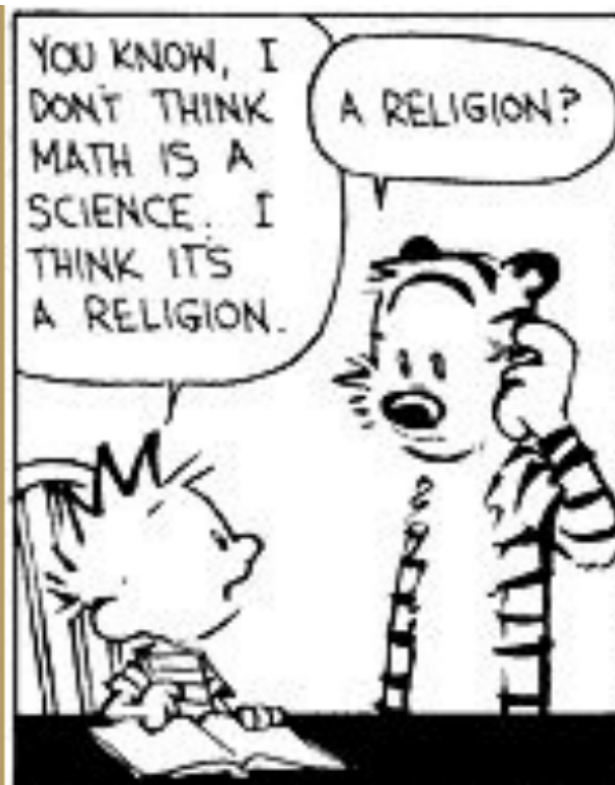
*"Make the audience well-disposed towards ourselves
and ill-disposed to our opponent."*

- What one part of Aristotle's rhetoric
- Prezi does Calvin leave out?



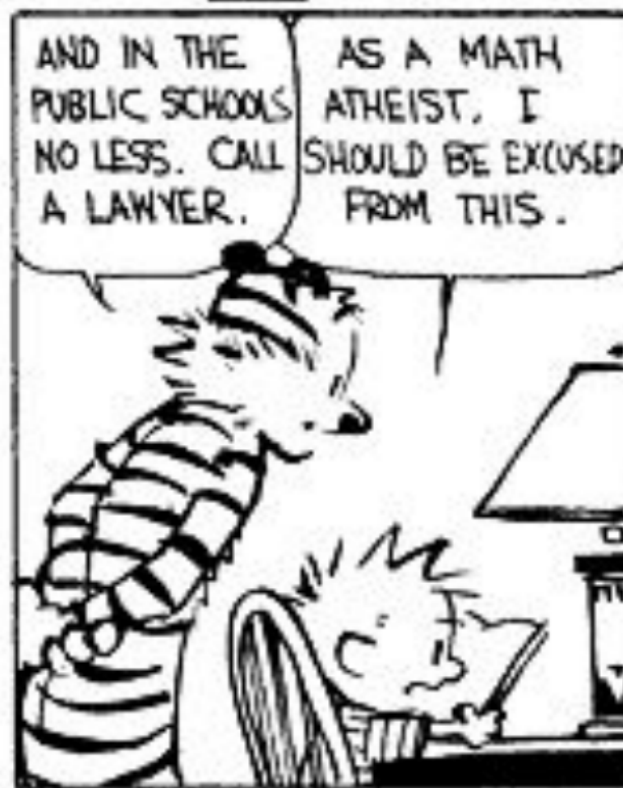
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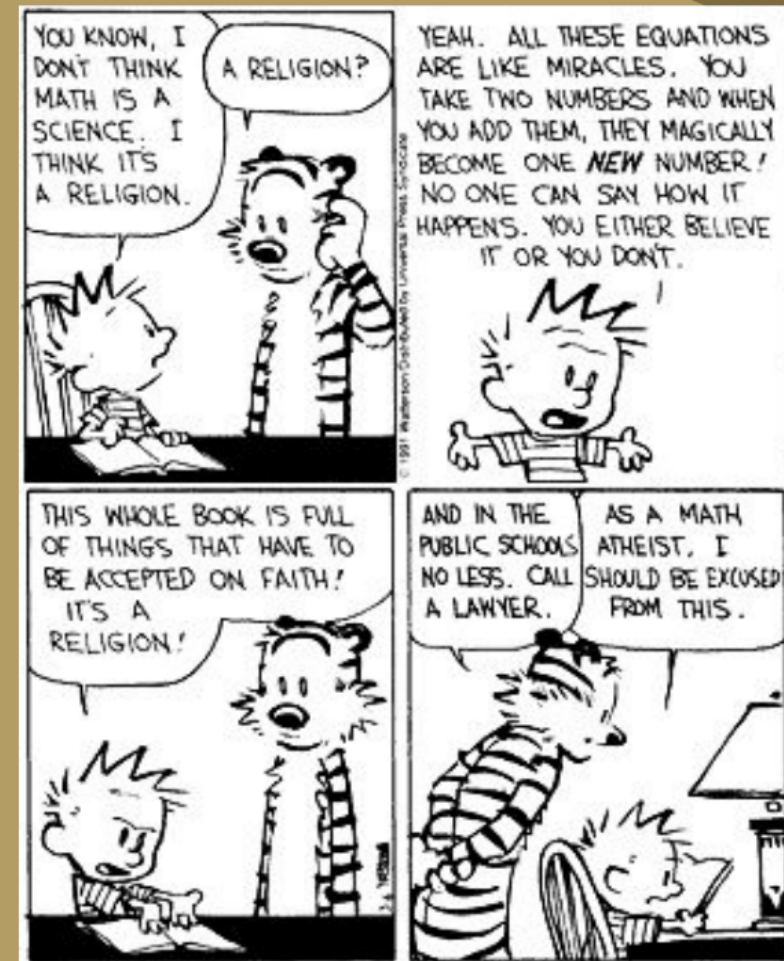
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YEAH. ALL THESE EQUATIONS ARE LIKE MIRACLES. YOU TAKE TWO NUMBERS AND WHEN YOU ADD THEM, THEY MAGICALLY BECOME ONE *NEW* NUMBER! NO ONE CAN SAY HOW IT HAPPENS. YOU EITHER BELIEVE IT OR YOU DON'T.



*"Make the audience well-disposed towards ourselves
and ill-disposed to our opponent."*

- What one part of Aristotle's rhetoric does Calvin leave out?
- Why is Calvin reasonably successful in his conclusion?



The Thesis Statement

Writing a Persuasive Thesis Statement

Mix and match options from the columns below.

1. Specific Topic	2. Debatable Phrase	3. Significance for Audience
Exactly who?	does / does not . . .	, proving that . . .
What event?	should / should not . . .	, resulting in . . .
Which idea?	highlights . . .	, reminding us . . .
How many things?	ignores . . .	, demonstrating . . .
<small>What are you talking about, exactly?</small>	<small>Choose any verb you like. This phrase is your point in a nutshell.</small>	<small>Bring it home to your audience. Why should they care about what you say?</small>

"Pro" Example: A longer school year does guarantee more learning opportunities, resulting in increased student success.

"Con" Example: A longer school year does not guarantee that students will be more productive in class, reminding us that young people need what they learn to be meaningful in order to succeed.

We need a silly topic. Any takers?

Original by Ray Schemer, edited by Maryann Deane

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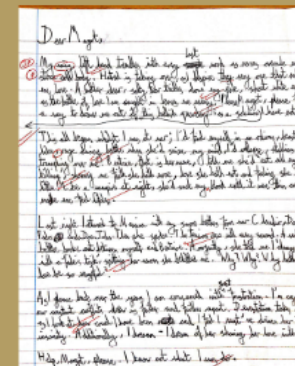
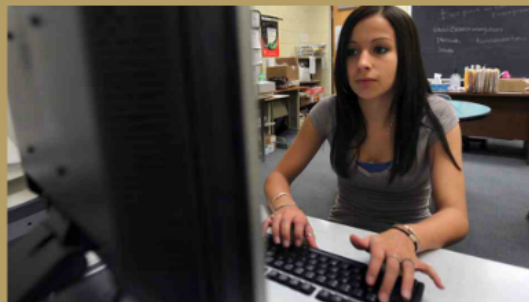
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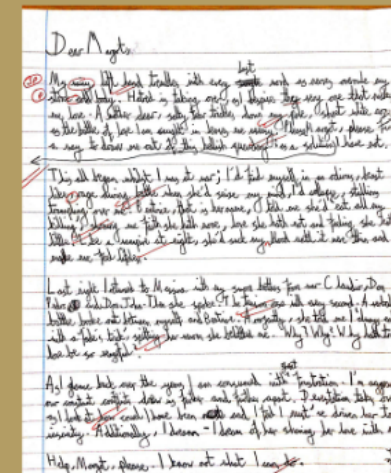
Ways to Implement This in Your Class

- In-class writings (< 5 sentences - Full page)
- **Online class blog posts**
- Formal papers (drafts and revisions)
- **Fishbowl peer edits**
- Group drafts for class debate



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The Speech

Look at these grand men. Which of you wouldn't consider it the highlight of his career to associate with them for even one day?

Sure, I'm lucky. When the New York Giants, a team you would give your right arm to beat, and vice versa, sends you a gift, that's something! When everybody down to the groundskeepers and those boys in white coats remember you with trophies, that's something.

So I close in saying that I might have had a tough break – but I have an awful lot to live for!”

Miley Cyrus and Kate Winslet "The H.Guedes Speeder is History." *The New York Times*. 18 July 2014. Web. 18 July 2014.
<http://www.nytimes.com/2014/07/19/the-h-guedes-speeder-is-history/>



When I started tutoring students in writing at a high-poverty D.C. public high school this year, I was prepared to tutor one-on-one. I knew it was hard for an overworked teacher with a class of 25 or 30 students to engage in the kind of one-on-one work that teaching writing often requires. That's why I volunteered to help.

Still, I was shocked by what I found. Even though I've generally worked with the school's higher-performing students, I've encountered some who aren't familiar with terms such as "subject" and "verb." A teacher didn't know why "Although" *ruled the book* "isn't a complete sentence."

These aren't just writing skills. These are thinking skills of the type the students will need to succeed in college, on the job, and even just in life. www.ck12.org/college/career/career-skills

I've also seen the power of the technique to boost reading comprehension, something that's generally tested using multiple-choice questions. But there's nothing like summarizing a text in writing to force you to really understand it.

There's no guarantee, of course, that the program will work here the way it did in New York; it requires commitment and enthusiasm from teachers and administrators. And in some cases, students who have not yet mastered the skill of writing a coherent sentence are being asked to write analytical essays. That's like asking them to run a marathon while they're learning how to walk.

But let's reveal a few. I know there are students in those schools who are hungry to learn. They have those reasons, too.

Lou Gehrig, "Farewell to Baseball Address" July 4, 1939; Yankee Stadium



It seemed as if the luminous career of Lou Gehrig would go on forever. The Yankee's first baseman and prodigious slugger was nicknamed the Iron Horse for his durability and commitment to the game. Sadly, his record for suiting up for 2,130 consecutive games came to an end when at age 36, Gehrig was stricken with the crippling disease that now bears his name. On July 4, 1939, the Yankees held a ceremony to honor their teammate and friend. They retired Gehrig's number, spoke of his greatness, and presented him with various gifts, plaques, and trophies. When Gehrig finally addressed the crowd, he did not use the opportunity to wallow in pity. Instead, he spoke of the things he was grateful for and what a lucky guy he was.

The Speech

"Fans, for the past two weeks you have been reading about a bad break I got. Yet today I consider myself the luckiest man on the face of the earth. I have been in ballparks for seventeen years and have never received anything but kindness and encouragement from you fans.

Look at these grand men. Which of you wouldn't consider it the highlight of his career to associate with them for even one day?

Sure, I'm lucky. Who wouldn't consider it an honor to have known Jacob Ruppert – also the builder of baseball's greatest empire, Ed Barrow – to have spent the next nine years with that wonderful little fellow Miller Huggins – then to have spent the next nine years with that outstanding leader, that smart student of psychology – the best manager in baseball today, Joe McCarthy!

Sure, I'm lucky. When the New York Giants, a team you would give your right arm to beat, and vice versa, sends you a gift, that's something! When everybody down to the groundskeepers and those boys in white coats remember you with trophies, that's something.

When you have a wonderful mother-in-law who takes sides with you in squabbles against her own daughter, that's something. When you have a father and mother who work all their lives so that you can have an education and build your body, it's a blessing! When you have a wife who has been a tower of strength and shown more courage than you dreamed existed, that's the finest I know.

So I close in saying that I might have had a tough break – but I have an awful lot to live for!"

If students can't write, how can they learn?



By Natalie Wexler, Published: November 1, 2013

When I started tutoring students in writing at a high-poverty D.C. public high school this year, I was prepared to run into some problems. I knew it was hard for an overworked teacher with a class of 25 or 30 students to engage in the kind of one-on-one work that teaching writing often requires. That's why I volunteered to help.

Still, I was shocked by what I found. Even though I've generally worked with the school's higher-performing students, I've encountered some who aren't familiar with terms such as "subject" and "verb." A number don't know why "Although I read the book" isn't a complete sentence.

But the problems go deeper than ignorance of the rules of grammar, spelling and punctuation. Many students have no idea how to write a paragraph that hangs together, let alone a coherent five-paragraph essay. They don't understand how to draw a connection between a claim and a piece of evidence, a basic necessity in constructing a logical argument.

These aren't just writing skills. These are thinking skills of the type the students will need to succeed in college, on the job or even just to dispute a charge on a credit card bill — and to knowledgeably exercise their right to vote.

I have no reason to believe that the level of writing at the school where I've been tutoring is worse than at any other high-poverty D.C. high school — or any other high-poverty school in the country, for that matter. Expository writing skills simply haven't been taught in many elementary schools for the past 30 years or so. Instead, what has been taught, at some schools, is self-expression: stories, poems, personal essays. That approach may get kids to embrace the idea of writing, but it doesn't teach them how to write. One of my students showed me a poem she composed that was so powerful it took my breath away, but she couldn't write a logical paragraph to save her life.

These widespread problems are about to become painfully apparent. The District and 45 states have adopted the Common Core standards, which put much more emphasis on explanatory and analytical writing skills. Beginning next year, D.C. students will be taking [new standardized tests](#) that require them to demonstrate those skills. Scores will probably plummet.

Shortly before I started tutoring in January, I came across [an article in the Atlantic magazine](#) about a writing program that had produced dramatic effects at a low-performing high school on Staten Island. The program, devised by an educator named Judith Hochman, had students writing in history and science as well as English, using a format that was both

structured and
grew more so
percent this y

I tried some o
exercise requi
of my student
had to explain
with various e

I've also seen
multiple-choic

Last spring I f
jumped at the
program is be
[Hochman Pro](#)
scale.

There's no gu
enthusiasm fr
coherent sent
learning how

But it's worth
power to unlo
And if we kee
survive once t

Natalie Wexler

5 Comments

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This timely art
sentence struc
year to ensure
argumentative v

I know this first
Charter School
have already si

Great work still
challenges our



TRY TRY TRY...

"Try"
Colbie Caillat

Put your make up on
Get your nails done
Curl your hair
Run the extra mile
Keep it slim
So they like you. Do they like you?

Get your sexy on
Don't be shy, girl
Take it off
This is what you want, to belong
So they like you. Do you like you?

You don't have to try so hard
You don't have to give it all away
You just have to get up, get up, get up, get
up
You don't have to change a single thing

You don't have to try, try, try, try
You don't have to try, try, try, try
You don't have to try, try, try, try
You don't have to try
You don't have to try

Oh

Get your shopping on,
At the mall,
Max your credit cards
You don't have to choose,
Buy it all
So they like you. Do they like you?

Wait a second,
Why should you care, what they think of
you
When you're all alone, by yourself
Do you like you? Do you like you?

You don't have to try so hard
You don't have to give it all away
You just have to get up, get up, get up, get
up
You don't have to change a single thing

You don't have to try so hard
You don't have to bend until you break
You just have to get up, get up, get up, get
up
You don't have to change a single thing

You don't have to try, try, try, try
You don't have to try, try, try, try
You don't have to try, try, try, try
You don't have to try

You don't have to try, try, try, try
You don't have to try, try, try, try
You don't have to try, try, try, try
You don't have to try
You don't have to try

No
Oh

You don't have to try so hard
You don't have to give it all away
You just have to get up, get up, get up, get
up

You don't have to change a single thing

You don't have to try, try, try, try
You don't have to try, try, try, try
You don't have to try
You don't have to try

Take your make up off
Let your hair down
Take a breath
Look into the mirror, at yourself
Don't you like you?
Cause I like you

Success!

Mrs. Dumas
Honors English 9
October 10, 2014

Reveals I Oppose Arranged Marriages

Imagine waking up one day, going down the stairs to say good morning to your parents, and being told that they had found a husband for you to marry without your opinion being a factor in the choosing process. Would that make you happy? Your answer is probably no, and you are different from the rest of society and enjoy the thought of spending the rest of your life with someone you may have never met before and would be a complete and total jerk. I believe that arranged marriages are wrong and should not be allowed in American society, resulting in happier couples and a healthier country overall.

Arranged marriage is when a third party, most likely your parents, chooses your spouse without your consent or feelings in mind. This was very popular until the 1800s, and 60% of couples, especially in the Middle East, still arrange marriages today. In an arranged marriage, your spouse is usually chosen based upon reputation, vocation, wealth, appearance, values, religion, horoscope, wealth, wealth, and wealth. In the Elizabethan era, a woman's family would offer a dowry to a man's family, and if they accepted it, the couple would be wed.

I believe that arranged marriage is wrong because people get married for money and as a political arrangement rather than for love, and money is not all that is important in life. Most people would rather be poor and spend the rest of their life with someone they love than be rich

and spend it with someone they love, you could end up being your partner if you get married with them. Girls were also married as young as twelve, and most twelve year old girls will think that boys are gross and dirty and wouldn't want to touch them, much less marry them.

One of the perks of arranged marriages is that they are made to last. In the United States, for example, the divorce rate is 40 to 50 percent. However, if one family has something going wrong economically, the other family will try to help. Arranged marriages also bring prestige and wealth to families, but they don't bring love and happiness, two very important traits in a relationship. Some people in arranged marriages will eventually learn to love each other, but most couples don't. Most don't like the day after the wedding, neither do they give you very much time to fall in love.

Arranged marriage has come back, but that's not the case amongst the poor, and I don't think that that is right. Most people don't have the skills for money, and money doesn't help them when you can't handle business just as a start, why would you allow parents to let their children be forced to pursue you into business, just for the sake of more money to take care of? While some parents may still feel that they have a right to beat their children, I feel it is better to let the children also be themselves. As time goes on, it is to let kids have their own families and wives, there is no need to add to them that wasn't their child, and so if I want to live with one child, that's fine.

My Name: Mrs. Dause
Class Name: English 9
Date: October 3, 2014

What's your topic? Domino's pizza at school

Who's your audience? Mr. Conway (principal)

What do you want to persuade him/her to do? Let us have good pizza again

Okay, make your case!

Domino's Pizza should be allowed to deliver large pizzas to the school for lunch again, resulting in happier students with less hunger. A lot of times, the food at school is bad. We the students don't like it. A lot of times, we just don't eat it, but that makes us really hungry and then we get mad in class later because we're hungry and tired. If we had better food that tasted good, we would eat more. Like Domino's makes pizza that tastes good, and it's got good ingredients in it, so it's pretty healthy for us too. I know some people might say Domino's is too expensive or might make us fat. I think that's not true, though. If we split up the cost of each pizza and only paid for a few slices at a time, we could probably afford it. And if we have more energy from eating a good lunch, we can play more in P.E. Wouldn't that help us not get fat? I know you care about us and want us to grow up and learn stuff. Thanks for listening to what I have to say. Please let us get good pizza back soon!

English 9 student
on sixth grade reading level.
Grew from two sentence
paragraphs
to this!

Mrs. Dittie
AP English III
October 6, 2014

Dear Mrs. Dibble,

Understand that, as a teacher, you have an obligation to accommodate all students. However, it is important for you to realize that it would be in the best interest of all of your students if we were to work individually, as opposed to in teams. This is simply because they hinder progress, are ineffective, and destroy the necessary competitive edge that many students need. This can be proven through studies, historical references, human nature, and even your own observations in the classroom.

I recently read an article titled "Why Teams Don't Work" that discussed the fact that, while a perfect team may accomplish things more efficiently, an imperfect one will not do any better than an individual. As you can see, the classroom usually lacks perfect teams. Granted, teams can be effective in some cases. A study at the University of Kentucky proved that teams did excel in certain sets of tasks. However, overall, it proved the theory of individualism. This theory states that, most of the time, a larger group equals more room for error. It proved that team tasks were just as easily done by an individual as they were by a group.

Furthermore, it is easy to see throughout history the necessity of performing alone. The humanist movement, for example, emphasized a focus on the individual and the "Renaissance Man." Leonardo Da Vinci was considered a perfect "Renaissance Man," as he was well rounded

5-Paragraph
AP teacher
just switching
to Aristotle's
rhetoric

[illegible]

Security
U.S.



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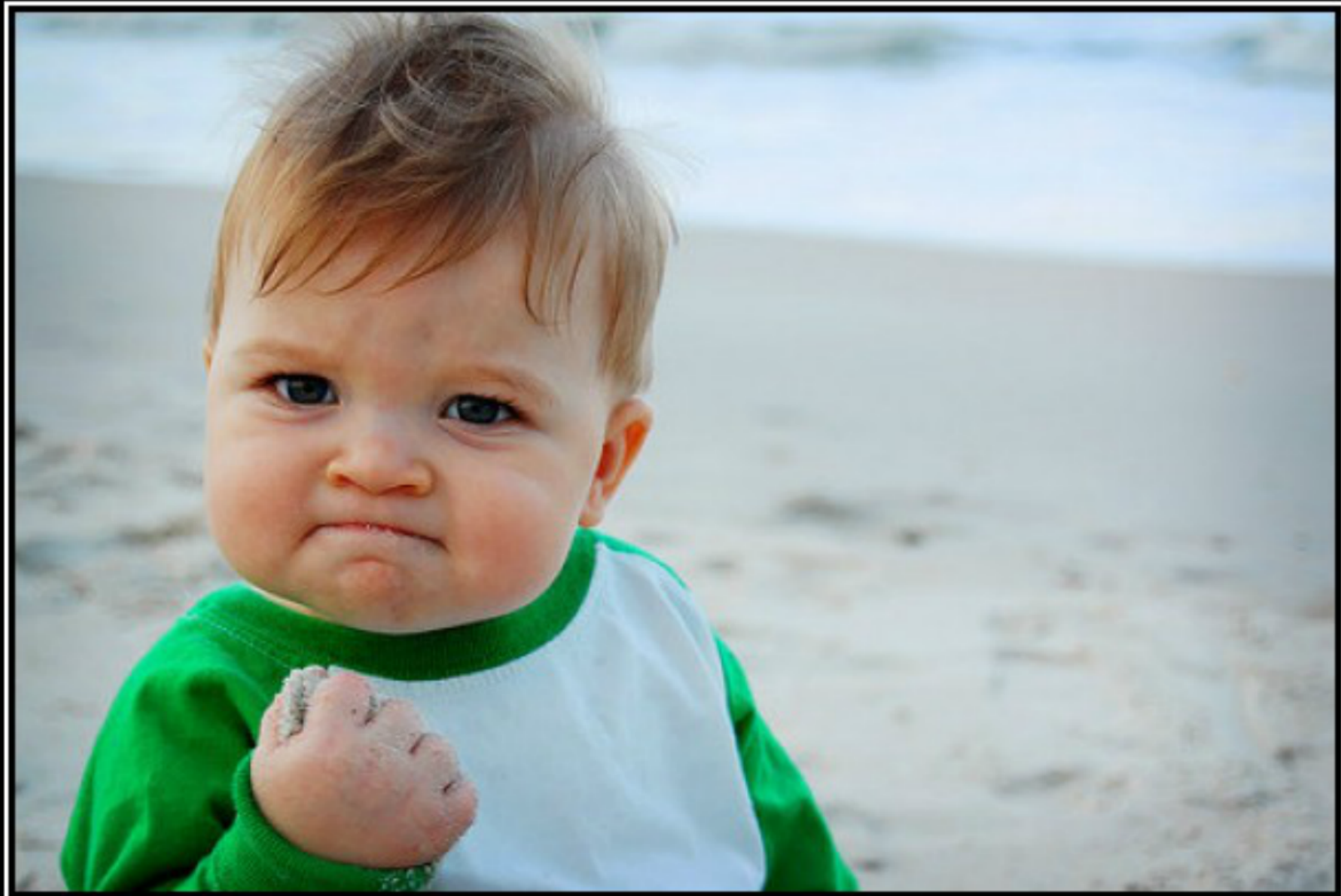
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S U C C E S S

Because you too can own this face of pure accomplishment

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